






MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundation in Equine				
Module Code	UINV8H-15-0	Level	0	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine		
Department	Equine	Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management (SW) BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Science with Therapy (SW)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2017		Valid to	01 September 2023	

CAC Approval Date	V1.0 27 April 2017
--------------------------	--------------------

Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> 1. Identify basic equine musculoskeletal anatomy and relate it to function. (B) 2. Explain how common husbandry practices impact on equine health and welfare. (A,B) 3. Describe methods of classification and assessment for equids. (A,B) 4. Describe responsibilities for health, safety and legislation; and interpersonal skills when working with equids. (A) 5. Construct an effective oral presentation to communicate ideas, including the use of appropriate presentation aids (A).
Syllabus Outline	<p>Overview of equine specific anatomical function; conformation; superficial muscles; skeletal structures</p> <p>Husbandry practices used in equine industry</p> <p>Management of equine specific facilities.</p> <p>Impact of practices and management on equine health and welfare.</p> <p>Legislation, Health and Safety and their application to industry</p>
Teaching and Learning Methods	<p>Various learning strategies will be utilised during the delivery of this module, including lecture delivery, interactive group discussions, practical and scenario based sessions. Practical sessions will be delivered using equine specific on-site facilities and will give students the opportunity to develop an understanding of the links between practical and theoretical content.</p> <p>Students will be expected to engage in independent learning throughout the semester to continue to enhance their depth of knowledge. This may include reading in</p>

	<p>preparation for, and to support taught sessions, revision of material and preparation for assessment.</p> <p>Virtual learning environment (VLE) This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided within the VLE. Formative assessment opportunities will be incorporated via this platform to support the assessment strategy.</p>																																								
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="480 640 1378 996"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">45</td> <td style="text-align: center;">105</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="592 1397 1273 1635"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	45	105	0	150						Total assessment of the module:		Written exam assessment percentage	50%	Coursework assessment percentage	0%	Practical exam assessment percentage	50%		100%
Key Information Set - Module data																																									
<i>Number of credits for this module</i>																																									
				15																																					
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																																					
150	45	105	0	150																																					
																																									
Total assessment of the module:																																									
Written exam assessment percentage	50%																																								
Coursework assessment percentage	0%																																								
Practical exam assessment percentage	50%																																								
	100%																																								
<p>Reading Strategy</p>	<p>Essential readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be</p>																																								

	<p>accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Auty, I. (Current Edition) The BHS Complete Manual of Stable Management. Buckingham: Kenilworth Press.</p> <p>Brown, J.H., Powell-Smith, V. (Current Edition) Horse Business Management. Oxford: Wiley-Blackwell.</p> <p>Frape, D. (Current Edition) Equine Nutrition and Feeding. Oxford: Wiley-Blackwell.</p> <p>Wheeler, E., Koenig, B., Harmon, J., Murphy, P., Freeman, D. (Current Edition) Horses Facilities Handbook. Ames Iowa, USA: MWPS.</p>

Part 3: Assessment

Assessment Strategy	<p>This module is summatively assessed by a 30 minute in-class test and an oral presentation. The in-class test will require students to demonstrate their knowledge and understanding of core material, through a variety of question types. This will be part way through the module to assess the developing knowledge and provide students with summative feedback at an early point in the year.</p> <p>The oral presentation will provide scope to demonstrate transferable skills, to address a problem-based scenario. Students will have the opportunity to present, followed by a short period of questioning to demonstrate their depth of scientific knowledge and increasing understanding of their academic abilities.</p> <p>Formative assessment and feedback will take place through timetabled seminars and tutorials.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to VLE.</p>
---------------------	--

Identify final assessment component and element	Oral Presentation	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral Presentation (20 minutes)	100%	
Component B (controlled conditions) Description of each element	Element weighting	
1. In-Class Test (30 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral Presentation (20 minutes)	100%	
Component B (controlled conditions) Description of each element	Element weighting	
1. In-Class Test (30 minutes)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		